DOCUMENT RESUME

ED 118 475 SO 008 862

AUTHOR Meyers, B. David
TITLE "Regional Crisis": A Simplified Teaching Simulation.
PUB DATE Nov 74
NOTE 21p.; Paper presented at the annual meeting of the Southern Political Science Association (New Orleans, Louisiana, November 9-11, 1974)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Conflict Resolution; Decision Making; *Foreign Policy; Foreign Relations; Higher Education; *Middle Eastern Studies; *Political Science; Secondary Education; *Simulation; Teaching Techniques; *World Problems

ABSTRACT

A simulation designed for an introductory college-level international politics and comparative foreign policy course is described. Regional Crisis requires student decision-maker diplomats, grouped in teams, to respond to a Middle Eastern crisis that has substantial potential for escalation. In response to an initial crisis scenario, student teams representing various Middle Eastern countries suggest policy decisions based on the expected costs, risks, and gains that may be expected from the implementation of such policies. Students representing members of the United Nations and an international newspaper encourage the student diplomats to publicly defend their country's policies with moral and legal statements and reasoning. All policy decisions take the form of treaties with other nations. A team is considered successful or effective by the degree that it achieves all or most of its goals. The game teaches the utility of the cost-risk analysis model for both the planning and evaluation of policy decisions. Teacher guidelines, student guidelines, and sample student materials are also included. (Author/DE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118475

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SO 009 862

"'REGIONAL CRISIS': A SIMPLIFIED TEACHING SIMULATION"

By

B. David Meyers
University of North Carolina at Greensboro

Prepared for delivery at the annual meetings of the Southern Political Science Association, New Orleans, Louisiana, November 9-11, 1974.

"'REGIONAL CRISIS': A BRIEF REPORT ON ITS OBJECTIVES and Effects"

By

B. David Meyers
University of North Carolina at Greensboro

I. Overview:

REGIONAL CRISIS is designed for use in introductory international politics and comparative foreign policy courses. It is simple to learn, inexpensive to run, and can easily be adapted for use in classes ranging from 25-40 persons. The simulation requires student decision-maker/diplomats, grouped in teams, to respond to a Middle Eastern crisis that has substantial potential for escalation. The teams in the simulation represent six countries (Egypt, Israel, China, United Kingdom, United States and the Soviet Union), the Palestine Liberation Front, the United Nations and a newspaper. Other countries can be added in larger classes.

In response to both an initial scenario, and to the actions of other country-teams, participants must make policy decisions for their nations. They may also respond by formulating agreements (all of which take the form of treaties) with other nations. These policies and treaties must be justified to a "public" by means of speeches in the United Nations, and/or through the simulation newspaper. Each team must plan its policies daily as each day's run is initiated by the preparation of a policy plan form. On these forms student participants suggest the policy decisions that have been reached and the expected costs, risks, and gains that may be expected from the implementation of such policies. At the end of the simulation run each student is responsible for analyzing the expected and actual costs and gains accruing from one of his team's major policy decisions. The simulated crisis itself can end in a deadlock or may be resolved by treaties and/or agreements reached in the United Nations.

II. Educational Objectives:

REGIONAL CRISIS is intended to give students who have little, if any, exposure to international politics an opportunity to be decision-makers and diplomats for states involved in a simulated crisis. In addition to gaining some understanding of diplomacy and policy-making, the simulation is intended to encourage and assist students in gaining substantive knowledge concerning the Middle East and the constraints imposed by world and regional conditions on the policies of their own and other countries. In addition, students gain understanding of the uses and limitations of the United Nations and of the role of the press in international politics.

The student decision-maker diplomats learn to evaluate policy alternatives on the basis of a series of questions involving (1) costs: outlays of manpower, material and money that will definitely be needed for policy implementation; (2) risks: outlays that might be incurred if a proposed policy is adopted; (3) gains: estimates of what will or might be achieved if the policy is successful; and, in some cases, (4) moral and legal considerations. At the end of the simulation similar questions are used as the framework for the post-run analysis in order to create awareness of the difficulties of policy making and implementation in a system of autonomous states pursuing their own goals and policies. Through these techniques REGIONAL CRISIS teaches the utility of the cost-risk analysis model for both the planning and evaluation of policy decisions.

The United Nations and the simulation newspaper encourage students to publicly defend their country's policies with moral and legal statements and reasoning. This is in contrast to the cost-risk policy calculations which may or may not consider such factors as the morality or legality of a proposed policy. This may assist students to better appreciate how the UN, international law, and the press, are used by policy makers. The use,

or threatened use of the veto in the Security Council and the general limitations of the United Nations (other than as a sounding board and forum) become clearer through their use during the simulated international crisis.

Students are presented with limited, accurate, background facts about the Middle East and their countries interests in that area. They are encouraged (and are given some time before the first session and between other class sessions during the run) to do further research on their state's strengths, weaknesses and goals.

In addition to such explicit objectives, REGIONAL CRISIS is intended to encourage widespread student participation, which hopefully will last after the run is completed. It is also meant to give students a change of perspective, from that of removed, non-involved world systems analysts to that of participants. Lastly, the simulation is intended as a change of pace that will refresh both student and instructor.

III. Evaluation:

REGIONAL CRISIS has, to date, been used only in my own classes and, in its present form, for only two completed runs. For these reasons evaluation must be considered as preliminary.

Post-simulation questionnaires have been used in efforts to evaluate the effectiveness of REGIONAL CRISIS in terms of the objectives discussed above, and to garner suggestions for its improvement. This questionnaire is administered shortly after the completion of the run. Another questionnaire, administered at the end of the course, allows students to reevaluate the experience and its place within the total course framework. On one occasion a student simulation assistant administered similar questionnaires to students who had completed the simulation four months previously in order to determine if their attitudes had changed. (This

year pre and post-run questionnaires will be used in an effort to determine changes in attitudes and information.)

The most widely reported response to the question of what students believed that they had gained from participation in the simulation was that of new understanding of, and sympathy for, the problems of policy makers. Awareness of different perspectives, goals, and policies of other actors, and of the problems of limited time and information, are also frequently mentioned.

"REGIONAL CRISIS": GUIDELINES for INSTRUCTORS

Introductory Note:

To date, "REGIONAL CRISIS" has been run only in my own introductory classes. I would be pleased to assist anyone who wished to try it and would appreciate any suggestions for its improvement. Although I strongly suggest that instructors and their students develop their own crisis scenarios, and GOALS and RESOURCES cards, I would be willing to send copies of ones that I have used if these would be useful. Please feel free to contact:

B. DAVID MEYERS
DEPARTMENT OF POLITICAL SCIENCE
UNIVERSITY OF NORTH CAROLINA at GREENSBORO
GREENSBORO, NC 27412
919-379-5989

Introduction to REGIONAL CRISIS:

International simulations, simplified operating models that allow students to be participant-observers in foreign policy decision-making and diplomacy, are currently available in several widely marketed manual and computer-based kits. Although each of these packaged simulations can be useful pedagogical devices, they tend to have several drawbacks, including expense and difficulty to initiate and administer. REGIONAL CRISIS was devised in order to avoid some of the drawbacks of the commercially packaged kits. Among its advantages as a classroom simulation are that it is easy to learn, actively involves 25-40 students, needs very little equipment or staff support, and is easily divided into sessions of 50 minutes duration.

REGIONAL CRISIS is a teaching simulation intended for an introductory course in international politics or comparative foreign policy. It is designed to simulate an international crisis requiring students to participate in such processes as foreign policy decision-making and

diplomacy. In my classes, it is begun shortly after the mid-point of the course. By this time students have considerable background information concerning elements of international power, methods of managing international conflicts, the parameters set by the presence of nuclear weapons, and the destabilizing inputs of polycentrism and the emergence of the "third world" upon the global system. Another reason for running it after the mid-point of the semester is that by this time both instructor and students are tired of the traditional lecture and class discussion format.

The simulation has three parts: an introductory and preparatory session that usually fills one class period, the game run itself, which has taken from four to six periods, and a final debriefing and summary session which involves one or two periods. The simulation never completely ends, as both instructor and students continually refer back to it for the remainder of the semester.

Preparation:

In class, pre-run preparation takes the form of the instructor presenting a simplified policy analysis scheme involving a series of questions that students are to consider in making decisions for their team.

(1) Gains: What will be gained if the policy is successful? What might be gained?

(2) Costs: What will it cost to implement such a policy? What outlays of resources will definitely have to be made? Can our country afford such costs?

(3) Risks: What are the risks of implementing such a policy? What costs or losses might our country suffer? What are the probabilities of such risks? Can our country afford such risks?

(4) Moral-Legal Factors: Does this policy violate moral or legal considerations that we wish to take into account? Can we defend it to the public?

(This is an adaptation of an analysis scheme prepared by William P. Gerberding, United States Foreign Policy: Perspectives and Analysis, New York, 1966, pp. 10-12).

The only other preparation for the entire class is a primarily historical lecture on the Middle East conflicts since the creation of Israel. Each team's package contains further briefing material and some suggested readings (drawing heavily on State Department material and articles from recent issues of Foreign Affairs and Foreign Policy). Each team package also contains an introductory sheet concerning the simulation and the grading process, a simulation timetable, Daily Policy Planning Paper forms, Treaty forms, and United Nations Rules of Procedure. (Copies of all of these are attached.) This package is given to each team before the start of the run. Each team also receives an envelope with GOAL cards suggesting possible goals which their state might pursue and RESOURCE cards listing some of the resources that are at their disposal. These cards, which originally were prepared solely by the instructor, now combine ideas from previous runs with suggestions from the current country-team members. The instructor must coordinate GOAL cards so that each team will have some goals similar to those of other teams, some opposite, some overlapping, and some which are unique. RESOURCE cards are generalized (e.g. large army, ability to send foreign aid) with students encouraged to use their research in order to better know nation's capabilities. (Sample cards attached.)

The simulation classroom is prepared with tables (or seating clusters) with identifying signs which serve as each team's capital. There is also a table, with country-team nameplates, for meetings of the United Nations. Some form of duplicating equipment, a typewriter, and a few reams of paper are the only other necessary equipment.

Students are divided into nine teams representing regional actors (Egypt, Israel and the Palestinian Liberation Front), extraregional powers (United States, Soviet Union, United Kingdom and China), United Nations Officials and a newspaper.

Each country team has three or four student members. Each has a Head of State chosen by team members and replaceable by them. The Head is responsible for coordination of policy. He may not leave the capital and thus communicates with other leaders through his "Ambassador to the United Nations" and one or two "Advisors and Ambassadors-at-Large." Highly specialized role play is discouraged so that as many class members as possible may participate in the decision-making and bargaining processes.

The United Nations team has two members; a Secretary-General and an Assistant Secretary-General. This team services UN meetings, which primarily entails recording, printing and distributing resolutions. More importantly, the team members try to assist peaceful settlement. Mark Zacher's article, "The Secretary-General and the United Nations' Function of Peaceful Settlement," International Organization 20 (1966): 724-749, has proven a useful background reading for these students.

The newspaper, which along with UN meetings is a major means of communication among participants, needs at least three students to prepare an issue for distribution at each class meeting. The reporters are instructed to collect three kinds of stories: (1) descriptions of events during the last session, (2) statements from each country team (explanations of activities undertaken, threats, etc.), and (3) statements from, although not attributed to, the instructor--allowing new variables to be introduced during the run without a break in its continuity.

In preparing for, and assisting during the run, I have made use of student simulation assistants. These students, all of whom have participated in the simulation in previous semesters, perform this service as part of a directed studies which also includes the preparation of a short paper.

The Simulation Run:

Play begins with the reading or distribution of a press release describing an international crisis. Conflicting claims concerning an armed incident on a military front, an exchange of threats, and the announcement of military mobilization, were the immediate ingredients of one crisis. Another REGIONAL CRISIS run was begun by the announcement of the discovery of rich uranium deposits in the Sinai. Each team's list of goals (and student knowledge of each state's traditional concerns) provide the ends that policies and diplomatic efforts attempt to achieve. Among the tasks of the student-diplomats--each of whom knows only the goals of his own team--is to discover similar and overlapping goals in order to form situational, or more permanent, alliances. The discovery of opposing goals may lead to efforts at compromise or to threats and occasionally conflict. Major conflicts are discouraged by making its avoidance the goal of all or most teams. A team is considered as successful or effective to the degree that it achieves all or most of its goals; it is unsuccessful if it achieves few or none (or if it gets involved in a war). Students usually find that in a crisis simulation it takes considerable skill and effort simply not to prove "unsuccessful."

A most important part of any simulation is its start. It is vital to get things going! A useful technique is to allow teams fifteen minutes after the announcement of the crisis to prepare their first policy planning paper (outlining what they will try to do during the first period of play), arrange meetings with representatives of other teams, and prepare a brief statement for the first session of the United Nations.

During the first periods of play UN meetings serve primarily as a means for communications; later meetings (which at the delegates' discretion take the form of Security Council sessions with a veto power for the four permanent members represented in the model) might also pass resolutions

intended to help resolve the crisis. Agreements may also be achieved through signed treaties. The treaty form in each team's package saves considerable questions on how a treaty should be written. Treaties should be simple but realistic; they should have the date that they become effective, the parties that subscribe to them, what each party agrees to do or not do, and the signatures and positions of the authorized representatives of each state.

For each period of the run there is the distribution of the newspaper, copies of UN resolutions passed, and treaties signed during the previous class session. At the start of each session each team prepares a tentative policy plan which briefly outlines what they will attempt to do during that period--what teams they plan to talk to and what topics these talks will cover. This assignment encourages policy planning and discourages aimless activity. A United Nations meeting is held during each class session as these encourage a general exchange of information (and stimulate post-run discussion concerning the functions of the United Nations). Most of the time during each class period is spent in team policy-making discussions and inter-team bargaining.

Sometimes the simulation will end with the resolution of the conflict--in the most recent run all teams accepted a five point compromise package that was formalized through unanimous voting in the UN Security Council. Other times the game may end in deadlock, with regional actors having secured alliances with extraregional superpowers but being unable to move toward settlement. When such deadlock is insoluble it is best to end the exercise (this presents opportunities for discussion of what happens in cases of such situations in the "real" world).

Debriefing and Summary Session:

When either through settlement or stalemate, the situation stabilizes, it is time to end the simulation run and to begin the final "debriefing and summary session." The purpose of this session is to summarize the crisis events from each actor's own point of view, and to criticize the internal and external validity of the model. Each student prepares for the "debriefing" by writing a short paper explaining one of the decisions that his team made during the run (e.g., a treaty that they signed or a vote cast at the United Nations). Team leaders are responsible for making certain that the most important decisions are covered in these papers. Students explain their policy decisions using the previously taught cost-risk analysis scheme.

REGIONAL CRISIS

STUDENT GUIDELINES

REGIONAL CRISIS is a simulation of an international crisis in the Middle East sometime in the near future. You will participate in the simulation as either a decision-maker/diplomat on a country team, an official of the United Nations, or as a member of the press. All of these roles are equally important in making the simulation run a success.

Familiarize yourself with the contents of your team's package. Most of the rules for participation will be found in the "Simulation Timetable" and "United Nations Rules of Procedure." A few other rules and guidelines are found below. The simulation assistants (all of whom have played REGIONAL CRISIS in past semesters) and I are available to answer other procedural questions when necessary.

At the start of the run you may feel somewhat lost and confused--this is to be expected. A newly elected President facing his first foreign policy crisis probably has much the same feeling. Review the problem and your team's goals and resources with other team members; if in doubt be somewhat cautious in your first acts; in a very short time things will become clearer.

Grades: No active participant can get a poor grade for his/her performance during the simulation. Grades are based on effort and activity, success at achieving team goals, skill at policy planning and diplomacy, and on the final "hand in" assignment involving a cost-risk-gains-legality/morality analysis of one of your team's major decisions during the run. Worry about successful management of the simulated crisis; grades will then take care of themselves.

Starting: Choose a team leader. He/she is responsible for policy coordination and is the definitive decision-maker at all times. This person

(the Head of State, Secretary-General, or Editor) may, however, be replaced if the majority of team members so desire. The major restriction on the team leader if he is a Head of State is that he may not leave his capital (to keep good faith he must also restrain from negotiations outside of the classroom). Also choose a delegate to the United Nations. This person must be able to publicly defend the decisions that your country has made. Other members of the team are both advisors to the Head of State and Ambassadors-at-Large; in case of absences they may serve as Head of State or UN delegate.

During the run: Plan to follow the Simulation Timetable as closely as possible. Period I is primarily used for preparation. Remember that this is a crisis situation--everything is rushed but a division of labor and careful planning will usually see you through. Use cost-risk analysis wherever possible in your decision-making (if possible briefly show how it was used in planning your daily policies). Use Policy Planning and Treaty Forms (attach extra sheets if necessary). Your policy plans will be treated as secret information; copies of treaties will be circulated to all teams; at the written request of all signatories, the circulation of a treaty may be delayed.

During meetings of the United Nations, country-team members other than the UN delegate should stay at their capital except to carry written messages to their delegate. Conversation at the capital should be muted so that everyone can hear the UN proceedings.

Period III is primarily spent in policy planning, the drafting of treaties, and in diplomatic negotiations (the simulation assistants and I can provide you with private rooms if needed). Treaties should be typed (typewriters are available) and handed in as soon as they are signed.

Ending: The simulation will end when either the crisis is resolved, one or more teams is clearly triumphant, or the situation has clearly become

deadlocked beyond hope of short-term solution or major change. For the following class session each student should prepare a brief (2-3 page), typed paper using cost-risk analysis to explain a major decision made by the team during the run and an analysis of the actual success (or failure) of the policy. The team leader should make certain that the major decisions are analyzed by team members. The entire simulation will be discussed during the following class session.

REGIONAL CRISIS - SAMPLE CARDS

Israel (Top Secret)

Goals: (not necessarily in order of importance)

1. protect security (people, territory)
2. keep friendship of United States
3. reduce external threats
4. partial demobilization
5. improve world image
6. gain access to Suez canal or keep canal closed
7. preserve territorial gains

Israel (Top Secret)

Resources:

1. effective, experienced military forces
2. support from United States
3. aid, etc. from American Jews
4. considerable territorial gains from recent wars
5. operational nuclear reactor

Egypt (Top Secret)

Goals: (not necessarily in order of importance)

1. protect security (people, territory)
2. regain lost territory
3. reduce reliance on Soviet Union
4. keep friendship of Soviet Union
5. improve relations with US, UK and China
6. Open Suez canal under national control

Egypt (Top Secret)

Resources:

1. soviet support and aid
2. leadership position among Arab states
3. support from oil exporting states
4. sympathy of most Third World and Communist States.
5. large military force

REGIONAL CRISIS

SIMULATION TIMETABLE

This sequence of events will be followed during each class session after the simulation run has begun. Time limitations are subject to change.

PERIOD I (15 minutes) (Period I is used for policy planning)

Country teams and PLF:	Must stay in capital.
	Prepare Daily Policy Planning Paper. (use forms)
	Prepare UN Speech. (if any)
	Read newspaper.
	Prepare statement for newspaper.
	Schedule meetings with other states. (UN officials, newsmen and simulation assistants will carry messages).
Newspaper:	Circulate paper from last session.
	Conduct interviews for next issue.
	Carry messages (if you have time and/or can get "leaks")
United Nations:	Offer your services (suggest possible 3rd party services that you might perform).
	Carry messages.
	Circulate copies of UN Resolutions from previous session.

PERIOD II (approximately 15 minutes: Any UN delegate may make motion to adjourn at any time; decision is decided by majority vote with no veto).
(Period II is spent in UN session)

Country teams:	Delegates may speak to defend policy decisions, discuss actions of other nations, introduce resolutions.
PLF (if you've gotten UN status):	Dependent on the status that you have obtained you may observe, speak and/or vote.
United Nations:	Record and circulate resolutions, votes, etc.
Newspaper:	Record major events and decisions.

PERIOD III (20 minutes or all remaining class time)
(Period III is spent in diplomacy and further policy planning).
All teams: Plan policies, draft treaties, conduct negotiations. (Use treaty forms).

REGIONAL CRISIS

United Nations Rules of Procedure

1. All nation-states are speaking, voting members.

2. The Palestinian Liberation Front is not a member.

3. Applicant states may obtain Observer Status by a simple majority vote of UN members. However, full membership necessitates a majority which includes all of the major powers (i.e., veto applies).

4. "Observers" may speak but not vote.

5. All United Nations meetings are General Assembly meetings unless:

   (a) any member state asks for Security Council.

   (b) Secretary General asks for Security Council.

6. In General Assembly meeting each full member state has one vote (observers have no vote). All issues are decided by majority vote. Tie votes defeat the resolution.

7. Voting options are:

   (a) Yes

   (b) No

   (c) Abstain

8. In the Security Council similar voting occurs, except that a No vote by United States, USSR, China or United Kingdom is a veto. Any veto defeats the resolution.

9. The Representative from the United Kingdom will preside at all United Nations meetings.

10. The simulation coordinator serves as Parliamentarian.

(TREATY FORM)

(title)_____

Date signed_____

Date effective_____ (These need not be similar)

Date of termination_____

(Preamble or Introduction: if desired)

(Articles of Agreement)

1.

2.

3.

4.

(Signatories and Positions)

_____

name title nation

_____

name title nation

DAILY POLICY PLANNING PAPER

Nation _____ Date _____

Officials

_____ _____

_____ _____

_____ _____

I. Long range goals

II. General strategy for meeting goals

III. Specific policies for the day